



Richland Community College *STARS REPORT*

Date Submitted: July 26, 2011

Rating: Bronze

Score: 28.80

Online Report: [Richland Community College](#)

STARS Version: 1.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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Summary of Results

Score 28.80

Rating: Bronze

Education & Research	14.15%
Co-Curricular Education	3.00 / 17.25
Curriculum	5.81 / 45.00
Research	0.00 / 0.00
Operations	18.40%
Buildings	7.80 / 13.00
Climate	0.00 / 16.50
Dining Services	0.00 / 1.75
Energy	1.25 / 16.25
Grounds	1.00 / 3.25
Purchasing	1.25 / 7.50
Transportation	0.52 / 12.00
Waste	2.65 / 12.00
Water	2.50 / 10.00
Planning, Administration & Engagement	44.84%
Coordination and Planning	12.00 / 18.00
Diversity and Affordability	13.50 / 13.50
Human Resources	14.48 / 19.75
Investment	0.00 / 16.75
Public Engagement	4.75 / 31.75
Innovation	3.00
Innovation	3.00 / 4.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Education & Research

Score 14.15%

Co-Curricular Education

Points Claimed 3.00

Points Available 17.25

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

Credit	Points
ER-1: Student Sustainability Educators Program	0.00 / 5.00
ER-2: Student Sustainability Outreach Campaign	0.00 / 5.00
ER-3: Sustainability in New Student Orientation	2.00 / 2.00
ER-4: Sustainability Outreach and Publications	0.50 / 4.00
Tier2-1: Student Group	0.00 / 0.25
Tier2-2: Organic Garden	0.25 / 0.25
Tier2-3: Model Room in a Residence Hall	Not Applicable
Tier2-4: Themed Housing	Not Applicable
Tier2-5: Sustainable Enterprise	0.25 / 0.25
Tier2-6: Sustainability Events	0.00 / 0.25
Tier2-7: Outdoors Program	0.00 / 0.25
Tier2-8: Themed Semester or Year	Not Applicable

ER-1: Student Sustainability Educators Program

Score

0.00 / 5.00

Responsible Party

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

ER-2: Student Sustainability Outreach Campaign

Score

0.00 / 5.00

Responsible Party

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
 - Additional members of a mailing list or group
-

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

ER-3: Sustainability in New Student Orientation

Score	Responsible Party
2.00 / 2.00	Tod Treat Vice-President Student & Academic Services

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

---" indicates that no data was submitted for this field

Does the institution include sustainability prominently in new student orientation?:

Yes

A brief description of how sustainability is included prominently in new student orientation:

During student orientation the students are given a Richland Community College Planner which contains a page of information about sustainability on campus, including courses offered, RCC's vision, and campus initiatives for sustainability.

The website URL where information about sustainability in new student orientation is available:

ER-4: Sustainability Outreach and Publications

Score	Responsible Party
0.50 / 4.00	Greg Florian Vice President Finance & Administration

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - A vehicle to publish and disseminate student research on sustainability
 - Building signage that highlights green building features
 - Food service area signage and/or brochures that include information about sustainable food systems
 - Signage on the grounds about sustainable grounds-keeping strategies employed
 - A sustainability walking map or tour
 - A guide for commuters about how to use alternative methods of transportation
 - A guide for green living and incorporating sustainability into the residential experience
 - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
 - Other
-

"---" indicates that no data was submitted for this field

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

The sustainability website includes information about our STARS reporting data and information about recycling efforts on campus. As the College moves forward with sustainability initiatives, that information will be included on the sustainability website. A link to the sustainability site can be found at the bottom of the main Richland Community College website.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

stars.aashe.org

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

Does the institution have a vehicle to publish and disseminate student research on sustainability?:

No

A brief description of the vehicle to publish and disseminate student research on sustainability:

The website URL for the vehicle to publish and disseminate student research on sustainability:

Does the institution have building signage that highlights green building features?:

No

A brief description of building signage that highlights green building features :

The website URL for building signage that highlights green building features :

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:

No

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

Does the institution have a sustainability walking map or tour?:

No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

Does the institution have a guide for commuters about how to use alternative methods of transportation?:

No

A brief description of the guide for commuters about how to use alternative methods of transportation:

The website URL for the guide for commuters about how to use alternative methods of transportation:

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:

No

A brief description of the guide for green living and incorporating sustainability into the residential experience:

The website URL for the guide for green living and incorporating sustainability into the residential experience:

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:

No

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

No

A brief description of this material:

The website URL for this material:

Tier2-1: Student Group

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Organic Garden

Score	Responsible Party
0.25 / 0.25	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

"---" indicates that no data was submitted for this field

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:

Yes

A brief description of the garden:

Richland's Student Farm is an outdoor classroom for research, demonstration and organic crop production. The site includes two production greenhouses (2,400 square feet), as well as two hoop houses (960 square feet) which allow for crop production through harsh winters. Resources also include a shrub nursery, an All American Selections Display Garden plus additional flower and perennial gardens (16,000 square feet), 16 farm plots (38,400 square feet.) with fruit trees, brambles, energy grasses and vegetables, a shade structure and student-designed and constructed walks, waterfall, retaining walls, patio and outdoor kitchen. All produce is grown using organic, sustainable farming practices.

The website URL where information about the garden is available:

Tier2-3: Model Room in a Residence Hall

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residence halls.

Tier2-4: Themed Housing

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have on-campus housing.

Tier2-5: Sustainable Enterprise

Score	Responsible Party
0.25 / 0.25	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

"---" indicates that no data was submitted for this field

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

Richland's student-run coffee shop, opening June 2011, is a sustainable enterprise, focusing on teaching students sustainable business practices.

The website URL where information about the sustainable enterprise is available:

Tier2-6: Sustainability Events

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-7: Outdoors Program

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-8: Themed Semester or Year

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have themed semesters, years, or first-year experiences.

Curriculum

Points Claimed 5.81

Points Available 45.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
ER-5: Sustainability Course Identification	0.00 / 3.00
ER-6: Sustainability-Focused Courses	0.00 / 10.00
ER-7: Sustainability-Related Courses	2.61 / 10.00
ER-8: Sustainability Courses by Department	3.20 / 7.00
ER-9: Sustainability Learning Outcomes	0.00 / 10.00
ER-10: Undergraduate Program in Sustainability	Not Applicable
ER-11: Graduate Program in Sustainability	Not Applicable
ER-12: Sustainability Immersive Experience	Not Applicable
ER-13: Sustainability Literacy Assessment	0.00 / 2.00
ER-14: Incentives for Developing Sustainability Courses	0.00 / 3.00

ER-5: Sustainability Course Identification

Score

Responsible Party

0.00 / 3.00

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

ER-6: Sustainability-Focused Courses

Score

0.00 / 10.00

Responsible Party

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

ER-7: Sustainability-Related Courses

Score	Responsible Party
2.61 / 10.00	Tod Treat Vice-President Student & Academic Services

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

"---" indicates that no data was submitted for this field

The number of sustainability-related courses offered :

114

The total number of courses offered :

1456

Number of years covered by the data:

Three

A list of sustainability-related courses offered:

- Crop Science
- Weed & Pest Control
- Soil Science
- Agricultural Economics
- Fuel and Emission Systems
- Concepts of Biology I
- Concepts of Biology II
- Plants and Society
- Environmental Biology
- Microbiology
- Global Topics in Business
- Marketing Fundamentals

Strategic Decision Making
Career Planning and Development
Chemistry in Everyday Life
Culinary Applications
Garde Manger
Intro to Meteorology
Physical Geography
Intro to Physical Geology
Comparative Economic Systems
Programmable Controllers
Industrial Processes
Occupational Safety
BioFuel Manufacturing Fundamentals
Principles of Wind Energy
Motor Control Applications
Wind Turbine Mechanical Systems
Wind Turbine Electrical Systems
Process Control Fundamentals
BioProcess Operation Fundamentals
Industrial Materials
PLC Fundamentals
Motor Control Systems
Robotic Fundamentals
Motion Control Systems
Wind Turbine Repair & Maintenance
BioProcess Operation Application
BioProcess Operation Systems
Pump Applications
Hydraulic Applications
Fluid Power Systems
Quality Fundamentals
BioFuel Manufacturing Applications
BioFuel Manufacturing Techniques
System Integration
Control Applications
Troubleshooting Air Conditioning Systems
Residential and Self Contained Refrigeration
Commercial Refrigeration
Troubleshooting Refrigeration Systems
Residential Heating Systems
Commercial Air Conditioning
Commercial Heating Systems
Horticulture Science
Turf Management
Soils and Fertility
Sustainable Agriculture Fundamentals
Integrated Pest Management
Small Scale Livestock Management

Small Farm Equipment
Perennial Plant Material
Vegetable Crop Production
Tree and Shrub Maintenance
Fruit Production
Greenhouse Operations
Bedding and Plant Production
Introduction to Mass Media
Community Leadership
Job Preparation
Human Relations
Intro to Power Plant Systems I
Intro to Power Plant Systems II
Intro to Power Plant Systems III
Intro to Radiation Protection I
Intro to Radiation Protection II
Service Learning Internship
Serving Learning in the Discipline
Problem-Based/Project-Based Service Learning
Topics/Issues in the Social Sciences
Interdisciplinary Field Experience in the Social Science
People, Society and Culture
Social Problems
Inequality and Social Changes in Africa

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

A copy of the sustainability course inventory:

ER-8: Sustainability Courses by Department

Score	Responsible Party
3.20 / 7.00	Tod Treat Vice-President Student & Academic Services

Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

"---" indicates that no data was submitted for this field

The number of departments that offer at least one sustainability-related or -focused course :

28

The total number of departments that offer courses:

68

A list of departments that offer sustainability courses:

Agriculture
Anthropology
Automotive Technology
Biology
Business Construction
Business
Career Planning and Development
Chemistry
Culinary Arts
Earth Science
Economics
Engineering Technology
Fire Science
Health
HVAC
Horticulture
Information Technology
Journalism
Leadership

Leadership Development
Personal Development
Personnel Relations
Power Generation
Psychology
Service Learning
Social Science
Sociology

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

A copy of the sustainability course inventory :

ER-9: Sustainability Learning Outcomes

Score

0.00 / 10.00

Responsible Party

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

ER-10: Undergraduate Program in Sustainability

Responsible Party

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution does not have undergraduate majors, academic programs, or the equivalent.

ER-11: Graduate Program in Sustainability

Responsible Party

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution offers fewer than 25 distinct graduate programs.

ER-12: Sustainability Immersive Experience

Responsible Party

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution does not offer immersive educational programs.

ER-13: Sustainability Literacy Assessment

Score

0.00 / 2.00

Responsible Party

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

ER-14: Incentives for Developing Sustainability Courses

Score

0.00 / 3.00

Responsible Party

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Research

Points Claimed 0.00

Points Available 0.00

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
ER-15: Sustainability Research Identification	Not Applicable
ER-16: Faculty Involved in Sustainability Research	Not Applicable
ER-17: Departments Involved in Sustainability Research	Not Applicable
ER-18: Sustainability Research Incentives	Not Applicable
ER-19: Interdisciplinary Research in Tenure and Promotion	Not Applicable

ER-15: Sustainability Research Identification

Responsible Party

Criteria

Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3

Institution makes its sustainability research inventory publicly available online.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions.

ER-16: Faculty Involved in Sustainability Research

Responsible Party

Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions.

ER-17: Departments Involved in Sustainability Research

Responsible Party

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions.

ER-18: Sustainability Research Incentives

Responsible Party

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions.

ER-19: Interdisciplinary Research in Tenure and Promotion

Responsible Party

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions.

Operations

Score 18.40%

Buildings

Points Claimed 7.80

Points Available 13.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
OP-1: Building Operations and Maintenance	2.63 / 7.00
OP-2: Building Design and Construction	3.17 / 4.00
OP-3: Indoor Air Quality	2.00 / 2.00

OP-1: Building Operations and Maintenance

Score

2.63 / 7.00

Responsible Party

Greg Florian
Vice President
Finance & Administration

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

"---" indicates that no data was submitted for this field

Total building space that meets "Eligible Buildings Criteria":

293610 Gross Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

293610 Gross Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :

0 Gross Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified :

0 Gross Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified :

0 Gross Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified :

0 Gross Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

<http://green.richland.edu/>

An electronic copy of the guidelines or policies:

The date(s) the policies or guidelines were adopted:

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

We follow U.S. Green Building Council Guidelines

OP-2: Building Design and Construction

Score	Responsible Party
3.17 / 4.00	Greg Florian Vice President Finance & Administration

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

"---" indicates that no data was submitted for this field

New building space that meets "Eligible Buildings Criteria":

18500 *Square Feet*

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:

0 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified:

0 *Square Feet*

New building space that is LEED Gold certified :

0 *Square Feet*

New building space that is LEED Platinum certified:

14680 *Square Feet*

The website URL where a copy of the institution's guidelines or policies for green building is available :

<http://green.richland.edu/>

An electronic copy of the guidelines or policies :

The date(s) the policies or guidelines were adopted:

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

We follow U.S. Green Building Council guidelines.

OP-3: Indoor Air Quality

Score	Responsible Party
2.00 / 2.00	David Holtfreter Director Operations & Technical Services

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

293000 *Square Feet*

Total occupied building space :

293000 *Square Feet*

A brief description of the institution's indoor air quality plan, policy, and/or practices:

General practice is to monitor carbon dioxide levels throughout the building, monitor and modify carbon filters as needed. Complaints are filed via our electronic work order system should any arise. We have recently upgraded our Energy Management System. This includes a new HVAC system and a system for continuously monitoring CO2 that enables the Operations Director to monitor from home if necessary to improve the air quality of our building.

The website URL where information about the institution's indoor air quality initiatives is available:

Climate

Points Claimed 0.00

Points Available 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit	Points
OP-4: Greenhouse Gas Emissions Inventory	0.00 / 2.00
OP-5: Greenhouse Gas Emissions Reduction	0.00 / 14.00
Tier2-1: Air Travel Emissions	0.00 / 0.25
Tier2-2: Local Offsets Program	0.00 / 0.25

OP-4: Greenhouse Gas Emissions Inventory

Score

0.00 / 2.00

Responsible Party

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

OP-5: Greenhouse Gas Emissions Reduction

Score

0.00 / 14.00

Responsible Party

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Air Travel Emissions

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Local Offsets Program

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Dining Services

Points Claimed 0.00

Points Available 1.75

This subcategory seeks to recognize institutions that are helping build a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid sub-standard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit	Points
OP-6: Food Purchasing	Not Applicable
Tier2-1: Trayless Dining	Not Applicable
Tier2-2: Vegan Dining	Not Applicable
Tier2-3: Trans-Fats	Not Applicable
Tier2-4: Guidelines for Franchisees	0.00 / 0.25
Tier2-5: Pre-Consumer Food Waste Composting	0.00 / 0.25
Tier2-6: Post-Consumer Food Waste Composting	0.00 / 0.25
Tier2-7: Food Donation	0.00 / 0.25
Tier2-8: Recycled Content Napkins	0.00 / 0.25
Tier2-9: Reusable Mug Discounts	0.00 / 0.25
Tier2-10: Reusable To-Go Containers	0.00 / 0.25

OP-6: Food Purchasing

Responsible Party

Criteria

Institution purchases food that meets one or more of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade)
- Grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering the following for all workers: union or prevailing wages, transportation and/or housing support, and/or health care benefits.

Food purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food purchases for dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residential dining halls

Tier2-1: Trayless Dining

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residential dining halls.

Tier2-2: Vegan Dining

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residential dining halls.

Tier2-3: Trans-Fats

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residential dining halls.

Tier2-4: Guidelines for Franchisees

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-5: Pre-Consumer Food Waste Composting

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-6: Post-Consumer Food Waste Composting

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-7: Food Donation

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-8: Recycled Content Napkins

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-9: Reusable Mug Discounts

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-10: Reusable To-Go Containers

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy

Points Claimed 1.25

Points Available 16.25

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
OP-7: Building Energy Consumption	0.00 / 8.00
OP-8: Clean and Renewable Energy	0.00 / 7.00
Tier2-1: Timers for Temperature Control	0.25 / 0.25
Tier2-2: Lighting Sensors	0.25 / 0.25
Tier2-3: LED Lighting	0.25 / 0.25
Tier2-4: Vending Machine Sensors	Not Applicable
Tier2-5: Energy Management System	0.25 / 0.25
Tier2-6: Energy Metering	0.25 / 0.25

OP-7: Building Energy Consumption

Score

0.00 / 8.00

Responsible Party

David Holtfreter

Director

Operations & Technical Services

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

In 2009, we began to pay for steam line costs previously donated.

"---" indicates that no data was submitted for this field

Total building energy consumption, 2005:

15289.50 MMBtu

Building space, 2005 :

261503 Gross Square Feet

Total building energy consumption, performance year:

29340.90 MMBtu

Building space, performance year:

293590 Gross Square Feet

OP-8: Clean and Renewable Energy

Score

0.00 / 7.00

Responsible Party

David Holtfreter

Director

Operations & Technical Services

Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using co-generation technologies to generate electricity more efficiently. Note: generating electricity using co-generation technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Timers for Temperature Control

Score

0.25 / 0.25

Responsible Party

David Holtfreter
Director
Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:

Yes

A brief description of the technology used:

Electronic energy management system utilizing night set-backs and low energy usage requirements.

The website URL where information about the practice is available:

Tier2-2: Lighting Sensors

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:

Yes

A brief description of the technology used:

Motion sensors used in various parts of building to manage energy usage in non-occupied rooms.

The website URL where information about the institution's use of the technology is available:

Tier2-3: LED Lighting

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:

Yes

A brief description of the technology used:

LED lighting.

The website URL where information about the institution's use of the technology is available :

Tier2-4: Vending Machine Sensors

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have vending machines on campus.

Tier2-5: Energy Management System

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:

Yes

A brief description of the management system:

Electronic energy management system controlled by software.

The website URL where information about the institution's use of the technology is available:

Tier2-6: Energy Metering

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

one meter for entire building of main campus.

The website URL where information about the metering system is available:

Grounds

Points Claimed 1.00

Points Available 3.25

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit	Points
OP-9: Integrated Pest Management	0.00 / 2.00
Tier2-1: Native Plants	0.25 / 0.25
Tier2-2: Wildlife Habitat	0.25 / 0.25
Tier2-3: Tree Campus USA	0.00 / 0.25
Tier2-4: Snow and Ice Removal	0.25 / 0.25
Tier2-5: Compost	0.25 / 0.25

OP-9: Integrated Pest Management

Score

0.00 / 2.00

Responsible Party

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
 - 2) Monitor and identify pests
 - 3) Prevention
 - 4) Control
-

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Native Plants

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution prioritize the use of native plant species in landscaping?:

Yes

A brief description of the native plant program, policy, or practice:

Prairie Grass plantings and other plantings of native species of grass, flowers, and trees, throughout our campus.

The website URL where information about the program, policy, or practice is available:

Tier2-2: Wildlife Habitat

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:

Yes

A brief description of the wildlife habitat program, policy, or practice:

Institute maintains a 5 acre natural prairie grass area for local species of wildlife.

The website URL where information about the program, policy, or practice is available:

Tier2-3: Tree Campus USA

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-4: Snow and Ice Removal

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:

Yes

A brief description of the snow and ice removal program, policy, or practice:

The College now uses sand via a sand sprayer on all parking lots and roadways. The College only uses "Winter Blue" Ice Melt (visable ice melt) on sidewalks for safety purposes.

The website URL where information about the program, policy, or practice is available:

Tier2-5: Compost

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:

Yes

A brief description of the composting or mulching program:

Richland Community College uses a mulching mower to mow all grounds at the College. All trimmings and tree limbs are put in the compost bin that is located on the campus grounds.

The website URL where information about the program, policy, or practice is available:

Purchasing

Points Claimed 1.25

Points Available 7.50

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
OP-10: Computer Purchasing	0.00 / 2.00
OP-11: Cleaning Products Purchasing	0.50 / 2.00
OP-12: Office Paper Purchasing	0.50 / 2.00
OP-13: Vendor Code of Conduct	0.00 / 1.00
Tier2-1: Historically Underutilized Businesses	0.00 / 0.25
Tier2-2: Local Businesses	0.25 / 0.25

OP-10: Computer Purchasing

Score

0.00 / 2.00

Responsible Party

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

OP-11: Cleaning Products Purchasing

Score

0.50 / 2.00

Responsible Party

David Holtfreter
Director
Operations & Technical Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

<http://green.richland.edu/>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Nearly all purchases for cleaning products must go through central purchasing. Central purchasing is mandated by procedure to purchase only Green Seal or EcoLogo certified cleaning products.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products :

Total expenditures on cleaning products :

A copy of the sections of the cleaning contract(s) that reference certified green products:

OP-12: Office Paper Purchasing

Score	Responsible Party
0.50 / 2.00	David Holtfreter Director Operations & Technical Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:

Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

<http://green.richland.edu/>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Most paper purchases are done through central receiving. Central receiving is directed to purchase paper with some recycled content when possible.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:

No

Expenditures on 10-29 percent recycled-content office paper :

Expenditures on 30-49 percent recycled-content office paper :

Expenditures on 50-69 percent recycled-content office paper :

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):

Expenditures on 90-100 percent recycled-content office paper :

Total expenditures on office paper :

OP-13: Vendor Code of Conduct

Score

0.00 / 1.00

Responsible Party

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Historically Underutilized Businesses

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Local Businesses

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:

Yes

A brief description of the program:

Richland gives preference to local products and businesses when costs are competitive.

The website URL where information about the program, policy, or practice is available:

Transportation

Points Claimed 0.52

Points Available 12.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
OP-14: Campus Fleet	0.27 / 2.00
OP-15: Student Commute Modal Split	0.00 / 4.00
OP-16: Employee Commute Modal Split	0.00 / 3.00
Tier2-1: Bicycle Sharing	0.00 / 0.25
Tier2-2: Facilities for Bicyclists	0.00 / 0.25
Tier2-3: Bicycle Plan	0.00 / 0.25
Tier2-4: Mass Transit	0.25 / 0.25
Tier2-5: Condensed Work Week	0.00 / 0.25
Tier2-6: Telecommuting	0.00 / 0.25
Tier2-7: Carpool Matching	0.00 / 0.25
Tier2-8: Cash-out of Parking	0.00 / 0.25
Tier2-9: Carpool Discount	0.00 / 0.25
Tier2-10: Local Housing	0.00 / 0.25
Tier2-11: Prohibiting Idling	0.00 / 0.25
Tier2-12: Car Sharing	0.00 / 0.25

OP-14: Campus Fleet

Score

0.27 / 2.00

Responsible Party

David Holtfreter

Director

Operations & Technical Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Hydrogen fueled
6. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
7. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

College uses electric golf carts to transport people and goods around campus.

"---" indicates that no data was submitted for this field

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :

0

Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :

0

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

2

Hydrogen fueled vehicles in the institution's fleet :

0

Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :

0

Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :

0

Total number of vehicles in the institution's fleet, including all of the above :

15

OP-15: Student Commute Modal Split

Score

0.00 / 4.00

Responsible Party

Criteria

Institution's students commute to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include living on campus, walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

OP-16: Employee Commute Modal Split

Score

0.00 / 3.00

Responsible Party

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Bicycle Sharing

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Facilities for Bicyclists

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-3: Bicycle Plan

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-4: Mass Transit

Score	Responsible Party
0.25 / 0.25	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

"---" indicates that no data was submitted for this field

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:

Yes

A brief description of the program:

Qualifying students receive free bus passes.

The website URL where information about the program is available:

Tier2-5: Condensed Work Week

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-6: Telecommuting

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-7: Carpool Matching

Score	Responsible Party
0.00 / 0.25	

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-8: Cash-out of Parking

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-9: Carpool Discount

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-10: Local Housing

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-11: Prohibiting Idling

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-12: Car Sharing

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Waste

Points Claimed 2.65

Points Available 12.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
OP-17: Waste Reduction	0.00 / 5.00
OP-18: Waste Diversion	0.00 / 3.00
OP-19: Construction and Demolition Waste Diversion	0.40 / 1.00
OP-20: Electronic Waste Recycling Program	0.50 / 1.00
OP-21: Hazardous Waste Management	1.00 / 1.00
Tier2-1: Materials Exchange	0.25 / 0.25
Tier2-2: Limiting Printing	0.25 / 0.25
Tier2-3: Materials Online	0.25 / 0.25
Tier2-4: Chemical Reuse Inventory	0.00 / 0.25
Tier2-5: Move-In Waste Reduction	Not Applicable
Tier2-6: Move-Out Waste Reduction	Not Applicable

OP-17: Waste Reduction

Score

0.00 / 5.00

Responsible Party

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

OP-18: Waste Diversion

Score

0.00 / 3.00

Responsible Party

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

OP-19: Construction and Demolition Waste Diversion

Score

0.40 / 1.00

Responsible Party

David Holtfreter

Director

Operations & Technical Services

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

"---" indicates that no data was submitted for this field

Amount of construction and demolition materials recycled, donated, or otherwise recovered :

46.24 Tons

Amount of construction and demolition materials landfilled or incinerated :

68.56 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

College works with construction companies and local waste management companies to recycle or find alternative methods of disposal for campus waste.

OP-20: Electronic Waste Recycling Program

Score	Responsible Party
0.50 / 1.00	David Holtfreter Director Operations & Technical Services

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

"---" indicates that no data was submitted for this field

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:

No

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Institution contracts with an area vendor to recycle electronic waste.

A brief description of the electronic waste recycling program for institution-generated materials:

Institution contracts with an area vendor to recycle electronic waste.

A brief description of the electronic waste recycling program for student-generated materials :

The website URL where information about the e-waste recycling program is available:

OP-21: Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	David Holtfreter Director Operations & Technical Services

Criteria

Institution has strategies in place to safely dispose of all hazardous, universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, universal, and non-regulated chemical waste:

Campus Operations is responsible for ensuring safe removal of hazardous, universal, and non-regulated chemical waste.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Institution contracts with licensed third-party waste disposal companies to dispose of such items.

The website URL where information about hazardous materials management is available:

Tier2-1: Materials Exchange

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

Operations and technical services manages equipment surplus donation and central receiving manages office supply exchange.

The website URL where information about the program is available:

Tier2-2: Limiting Printing

Score

0.25 / 0.25

Responsible Party

Greg Florian
Vice President
Finance & Administration

"---" indicates that no data was submitted for this field

Does the institution limit free printing for students in all computer labs and libraries?:

Yes

A brief description of how printing is limited:

Printing is monitored by college employees and students are charged for printing over a certain amount.

The website URL where information about the program, policy, or practice is available:

Tier2-3: Materials Online

Score

0.25 / 0.25

Responsible Party

Greg Florian
Vice President
Finance & Administration

"---" indicates that no data was submitted for this field

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

This is a new practice beginning 2011-2012 to align with our strategic plan goal. Materials are available through links on Richland's website.

The website URL where information about the practice is available:

Tier2-4: Chemical Reuse Inventory

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-5: Move-In Waste Reduction

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residence halls.

Tier2-6: Move-Out Waste Reduction

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residence halls.

Water

Points Claimed 2.50

Points Available 10.00

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	Points
OP-22: Water Consumption	0.00 / 7.00
OP-23: Stormwater Management	2.00 / 2.00
Tier2-1: Waterless Urinals	0.00 / 0.25
Tier2-2: Building Water Metering	0.25 / 0.25
Tier2-3: Non-Potable Water Usage	0.00 / 0.25
Tier2-4: Xeriscaping	0.25 / 0.25
Tier2-5: Weather-Informed Irrigation	Not Applicable

OP-22: Water Consumption

Score

0.00 / 7.00

Responsible Party

Criteria

Institution has reduced its water consumption per weighted campus user compared to a 2005 baseline.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

OP-23: Stormwater Management

Score	Responsible Party
2.00 / 2.00	David Holtfreter Director Operations & Technical Services

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

A brief description of the institution's stormwater management initiatives:

Campus has rain gardens for parking lots that collect run-off from storm water which can be regulated to control erosion, and detention ponds and managed bio-swales to control run-off for newly constructed buildings.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Several campus buildings have pervious pavements.

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Stone swale is recycled concrete material (rip-rap) to control run-off from buildings and parking lots.

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:

Detention areas use native vegetation to absorb water.

Does the institution employ any other technologies or strategies for stormwater management?:

Yes

A brief description of other technologies or strategies for stormwater management employed:

Certain areas of campus have block chutes and stone flumes.

Tier2-1: Waterless Urinals

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Building Water Metering

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution have building-level water consumption meters for at least one building?:

Yes

A brief description of the water metering employed:

The College has water meters at all buildings to monitor consumption.

The website URL where information about the practice is available:

Tier2-3: Non-Potable Water Usage

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-4: Xeriscaping

Score

0.25 / 0.25

Responsible Party

David Holtfreter

Director

Operations & Technical Services

"---" indicates that no data was submitted for this field

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:

Yes

A brief description of the program or practice:

Native grasses are drought tolerant, and native species are used where possible for xeriscaping.

The website URL where information about the program or practice is available:

Tier2-5: Weather-Informed Irrigation

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not have irrigated grounds.

Planning, Administration & Engagement

Score 44.84%

Coordination and Planning

Points Claimed 12.00

Points Available 18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit	Points
PAE-1: Sustainability Coordination	3.00 / 3.00
PAE-2: Strategic Plan	6.00 / 6.00
PAE-3: Physical Campus Plan	0.00 / 4.00
PAE-4: Sustainability Plan	3.00 / 3.00
PAE-5: Climate Plan	0.00 / 2.00

PAE-1: Sustainability Coordination

Score	Responsible Party
3.00 / 3.00	Greg Florian Vice President Finance & Administration

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The sustainability committee was initially formed to review and gather information for the STARS report. Members of this committee were charged with reporting baseline information regarding the College's current sustainability efforts in regard to the STARS criteria and to provide recommendations to the CIP Team (6-08) about which STARS criteria to pursue.

The committee spent a great deal of time researching the initial STARS criteria, and determining what "sustainability initiatives" the college already had in place. Initially, each committee member was assigned an area to research. Visits were conducted throughout the college to determine what STARS criteria Richland Community College had completed, which were in the planning stages, and which were not being considered currently. Periodic meetings were held to discuss the research and how to proceed. It was determined that the College is doing a great deal to enhance the sustainability of the College. The committee documented these findings. The committee now meets on an "as needed" basis.

Members of the committee, including affiliations:

Greg Florian, Vice-President of Finance and Administration
Andy Perry, Training Coordinator, Continuing and Professional Education
David Holtfreter, Director of Operations and Technical Services
Kathryn Mast, Director of Student Success, Enrollment Services
Carol Stokes, Biology Faculty

Keith Ashby, Business Faculty
Steve Vandiver, Director of Marketing
Nancy Sullivan, Network Administrator, Technical Services
Sandy Harmison, Director of Database Systems

The website URL where information about the sustainability committee is available:

Does the institution have a sustainability office?:

No

A brief description of the sustainability office:

The number of people employed in the sustainability office:

The website URL where information about the sustainability office is available:

Does the institution have a sustainability coordinator?:

No

Sustainability coordinator's name:

Sustainability coordinator's position title:

A brief description of the sustainability coordinator's position:

The website URL where information about the sustainability coordinator is available:

PAE-2: Strategic Plan

Score	Responsible Party
6.00 / 6.00	Greg Florian Vice President Finance & Administration

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

"---" indicates that no data was submitted for this field

Year the strategic plan or equivalent was completed or adopted:

2011

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

The Strategic Plan encompasses three main goals. One of those goals is to Cultivate a Sustainable Institutional Environment. The 1st strategy within this goal deals with environmental sustainability.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

One of the strategies in the strategic plan addresses social sustainability.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

A strategy in the strategic plan includes guidelines for sustaining financial vitality.

The website URL where information about the strategic plan is available:

<http://www.richland.edu/about/improvement>

PAE-3: Physical Campus Plan

Score

0.00 / 4.00

Responsible Party

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PAE-4: Sustainability Plan

Score	Responsible Party
3.00 / 3.00	Greg Florian Vice President Finance & Administration

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

"---" indicates that no data was submitted for this field

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The 2011-2014 Strategic Plan approved in May 2011 was crafted with input from internal and stakeholders. Surveys were distributed and input was obtained from students, faculty and staff members as well as top-level administrators.

A brief description of the plan's measurable goals :

One of the three main goals identified in the strategic plan was to "Cultivate a Sustainable Institutional Environment." The College has identified five strategies to meet this goal which will be tracked over the next three years to assure that this goal is met.

A brief description of how progress in meeting the plan's goals is measured:

The implementation does not begin until July of 2011.

The website URL where more information about the sustainability plan is available:

The year the plan was developed or last updated:

PAE-5: Climate Plan

Score

0.00 / 2.00

Responsible Party

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Diversity and Affordability

Points Claimed 13.50

Points Available 13.50

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
PAE-6: Diversity and Equity Coordination	2.00 / 2.00
PAE-7: Measuring Campus Diversity Culture	2.00 / 2.00
PAE-8: Support Programs for Under-Represented Groups	2.00 / 2.00
PAE-9: Support Programs for Future Faculty	4.00 / 4.00
PAE-10: Affordability and Access Programs	3.00 / 3.00
Tier2-1: Gender Neutral Housing	Not Applicable
Tier2-2: Employee Training Opportunities	0.25 / 0.25
Tier2-3: Student Training Opportunities	0.25 / 0.25

PAE-6: Diversity and Equity Coordination

Score	Responsible Party
2.00 / 2.00	Tod Treat Vice-President Student & Academic Services

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to diversity and equity on campus.

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The initial mission of the committee was to promote and measure campus diversity and address other issues related to diversity. As the committee developed, it developed recommendations for diversity training for faculty and staff as well as sponsored focus groups to assess campus climate for students and staff. The Committee also worked closely to implement recommendations for the Continuous Improvement Team that was focused on faculty recruitment and hiring.

Members of the committee, including affiliations :

Dr. Tod Treat, Vice President, Student and Academic Services
Marcus Brown, Dean, Enrollment Services
Deborah McGee, Director of Student Development
Kathy Carter, Director of Scholarships and Alumni Development
Kathy Lee, Professor/Director of Surgical Tech Program
Pixie Fennessey, Professor, Psychology
Steve Gilbertz, Associate Professor, Business
Karen Becker, Professor, English
Evyonne Hawkins, Assistant Professor, Education and African American Studies
Laquitta Ford, Director, Student Support Services (TRIO)
Margaret Swaim, Secretary, Learning Accommodation Services
Stuart Coon, Counselor

The website URL where information about the diversity and equity committee is available:

Does the institution have a diversity and equity office?:

No

A brief description of the diversity office:

The number of people employed in the diversity office:

The website URL where information about the diversity and equity office is available:

Does the institution have a diversity and equity coordinator?:

No

Diversity coordinator's name:

Diversity coordinator's position title:

A brief description of the diversity coordinator's position:

The website URL where information about the diversity and equity coordinator is available:

PAE-7: Measuring Campus Diversity Culture

Score	Responsible Party
2.00 / 2.00	Tod Treat Vice-President Student & Academic Services

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

"---" indicates that no data was submitted for this field

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

The College has engaged in several assessments that measure campus diversity culture. The College submits an annual "Underrepresented Groups Report" to the Illinois Community College Board that shows progress has been made in increasing the participation of underrepresented groups in higher education. Over the last five years, the College has engaged in 2 sets of focus groups that assess staff and student diversity climate. The focus groups were conducted by an outside assessor.

Year the assessment was last administered:

2008

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

The results from these groups were incorporated into the work of the Diversity Committee. Among the recommendations that have been implemented are the following:

Offer diversity workshops - several were developed and began being offered in Fall 2007 and have continued since that time.

All employees are required to attend diversity in hiring training prior to serving on a search committee.

Technology needs and training are consistently monitored and updated as needed, including those specifically

related to persons with disabilities.

The website URL where information about the assessment(s) is available:

PAE-8: Support Programs for Under-Represented Groups

Score	Responsible Party
2.00 / 2.00	Greg Florian Vice President Finance & Administration

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus.

"---" indicates that no data was submitted for this field

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support under-represented groups within the student body:

Student Support Services/TRIO participants receive intensive support, tutoring, and mentoring. In addition, the program offers academic advising, transfer trips, cultural trips, orientation to college, leadership activities, and a variety of technology equipment. The program is designed to assist eligible Richland students graduate from Richland with a two-year transferrable degree and transfer to a four-year institution. The SSS/TRIO program is a federally funded student engagement grant. Funded by the U.S. Department of Education, SSS/TRIO provides educational support to students who currently meet federal government low-income guidelines, first generation students (neither parent has a bachelor's degree) and to students with a documented disability. All applications must include documentation of income and, if applicable, documentation of disability. All services are free to SSS/TRIO participants.

A brief description of the programs sponsored by the institution to support under-represented groups within the faculty:

Richland Community College is committed to increasing the diversity of its faculty and established the Faculty Teaching Internship Program in 2006. This program is designed to place minority and/or other under-represented graduate students working toward a master's degree in disciplines designated by the College. This program is made available annually to applicants. Students selected are classified as "interns" and transition into full-time tenure-track faculty positions in the discipline for which they were originally hired.

A brief description of the programs sponsored by the institution to support under-represented groups within the staff:

none

The website URL where more information about the programs in each of the three categories is available :

PAE-9: Support Programs for Future Faculty

Score	Responsible Party
4.00 / 4.00	Greg Florian Vice President Finance & Administration

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from under-represented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral students from under-represented groups.
-

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

Faculty Teaching Internship Program

Richland Community College is committed to increasing the diversity of its faculty and established the Faculty Teaching Internship Program in 2006. The program is designed to place minority and/or other under-represented graduate students working toward a master's degree in disciplines designated by the College. This program is made available annually to applicants. Students selected are classified as "interns" and transition into full-time tenure-track faculty positions in the discipline for which they were originally hired.

While in the Faculty Teaching Internship Program, students teach at least six credit hours of college-level courses per semester. Interns receive graduate course reimbursement for each semester in the internship. They are provided a faculty mentor, continuous feedback and evaluation, and meet with an internship transition team at least twice a semester. Currently, Richland has transitioned two diverse faculty employees to full-time employment through this program.

The website URL where more information about the program(s) is available :

stars.aashe.org

PAE-10: Affordability and Access Programs

Score	Responsible Party
3.00 / 3.00	Tod Treat Vice-President Student & Academic Services

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Participation in federal TRIO programs
- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" indicates that no data was submitted for this field

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution's participation in federal TRIO programs:

Student Support Services (a TRIO program) is a federally funded grant program. It's mission is to provide and coordinate a variety of educational support services to students who are first generation, students who meet federal low-income guidelines, and/or students with disabilities. The purpose of the program is to increase college retention and graduation and transfer rates for eligible participants.

Student Support Services/TRIO participants receive intensive support, tutoring, and mentoring. In addition, the program offers academic advising, transfer trips, cultural trips, orientation to college, leadership activities, and a variety of technology equipment. The program is designed to assist eligible Richland students graduate from Richland with a two-year transferrable degree and transfer to a four-year institution. The SSS/TRIO program is a federally funded student engagement grant. Funded by the U.S. Department of Education, SSS/TRIO provides

educational support to students who currently meet federal government low-income guidelines, first generation students (neither parent has a bachelor's degree) and to students with a documented disability. All applications must include documentation of income and, if applicable, documentation of disability. All services are free to SSS/TRIO participants

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:

A brief description of the institution's scholarships for low-income students:

The College, through the Financial Aid Office, manages external scholarship opportunities. Many of the scholarships that are funneled through the Financial Aid Office are from donors assisting affiliated groups or targeted to low-income recipients. The Richland Foundation offers a variety of need based (for low-income students) scholarships and identifies these students through the EFC (Expected Family Contribution) number listed on their scholarship application. XXX dollars are set aside for low-income students.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience:

Richland does not focus programs to parents of low-income students. However, it does have two programs, College 101 and Dual Credit Night, that are targeted to parents and students in high school. These program provide an overview about how to enroll in college and dual credit opportunities while still in high school. Many of the families in attendance are likely to be low-income.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

Richland does not typically distinguish low-income recruitment outreach from other recruitment strategies. However, there are several opportunities in which Richland engages that has the effect of targeting low-income students. Several of the agencies that Richland partners with, including the Boys and Girls Club, DMCOC (Decatur Macon County Opportunities Corporation) and the three local GED programs. These programs typically enroll persons from low-income backgrounds and Richland regularly recruits and provides programming about becoming a college student to these agencies. In addition, each spring, Richland hosts a program College 101 on its campus that provides and overview for students and their parents to learn about how to enroll in college.

A brief description of the institution's other admissions policies and programs:

A brief description of the institution's other financial aid policies or programs:

A brief description of the institution's other policies and programs not covered above:

The website URL where information about programs in each of the areas listed above is available:

Tier2-1: Gender Neutral Housing

Responsible Party

This credit was marked as **Not Applicable** for the following reason:

Institution does not offer student housing.

Tier2-2: Employee Training Opportunities

Score	Responsible Party
0.25 / 0.25	Greg Florian Vice President Finance & Administration

"---" indicates that no data was submitted for this field

Does the institution make cultural competence trainings and activities available to all employees?:

Yes

A brief description of the cultural competence trainings and activities:

Orientation

RCC promotes for all members of the College community, including students, faculty, and staff a climate of intellectual freedom while respecting differing and diverse opinions. Two of the College's five core values and their definitions, adopted in 2003, are respect and diversity and our reviewed at every new hire orientation.

- Respect: We recognize the expertise of all members of the College community and encourage individual contribution.
- Diversity: We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

In addition to the review of core values, all new employees learn about RCC's Learning and Accommodation Services. Staff members are educated on diversity and accommodations initiatives throughout the college.

Diversity Conference

In addition to the in-house training, the College sponsors "Walking the Walk of Diversity," a day-long regional diversity conference for colleges, universities, and businesses. This program won a NCSD Best Practice Award for 2004. The Diversity Conference is a drive-in conference designed for professionals in higher education, public education, business and industry, and social service agencies. All RCC employees and students are encouraged to attend the day long training. RCC held its 10th Annual conference, "Sustaining the Walk of Diversity," on June 11th, 2010. Examples of topic sessions included:

- Beyond the Single Story: connections through Anti-Racist Multicultural Pedagogy
- We are Freaks: Contradictions and Consistency of Intentional Difference
- American Cowboy "Black Like Me"
- Diversity 101: What is Diversity and Why is It Important to Me and to My Organization?
- Understanding Christian Privilege: Promoting Spiritual Plurality without Losing Your Religion and;
- Highlight of Cultural Competence Through Inclusive Behaviors

Professional Development

RCC held two sessions relating to cultural competence during Professional Development Day held March 2010.

The following sessions were offered to all employees:

- Globalizing the Curriculum and
- Include Diversity in your Curriculum

Diversity Committee Activities

Richland Community College has an active Diversity Committee who oversees promoting and measuring campus diversity. The committee itself is comprised of a diverse group of employees representing the various areas of the college.

Safe Zone Program

Richland's SAFE ZONE is a program designed to increase the overall campus community's understanding and awareness of issues faced by lesbian, gay, bisexual, transgender, questioning (LGBTQ) and other marginalized persons. SAFE ZONES training workshops held throughout the year and are open to all faculty and staff. The workshop is designed to raise awareness and broaden understanding of colleagues and students who identify as lesbian, gay, bisexual, transgendered or questioning (LGBTQ). SAFE ZONE was created to provide a safer, more receptive, and accepting campus climate by preparing members of the Richland community to serve as a resource on LGBTQ issues while educating the campus community about the SAFE ZONE Program. A SAFE ZONE participant is to be open to questions from and about lesbian, gay, bisexual, and transgender people. Most such questions will probably come from students who are gay, lesbian, bisexual, transgender, or unsure of their sexual orientation or gender identity, but some questions may come from heterosexual colleagues and students who are disturbed by the presence of a non-heterosexual person in their classes, on campus, or family.

The website URL where information about the trainings and activities are available:

Tier2-3: Student Training Opportunities

Score

0.25 / 0.25

Responsible Party

Tod Treat
Vice-President
Student & Academic Services

"---" indicates that no data was submitted for this field

Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

Campus Life and the Communications, Education, Humanities, & Fine Arts division sponsors programs throughout the semester to promote multicultural awareness.

The website URL where information about the trainings and activities are available:

Human Resources

Points Claimed 14.48

Points Available 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
PAE-11: Sustainable Compensation	7.73 / 8.00
PAE-12: Employee Satisfaction Evaluation	2.00 / 2.00
PAE-13: Staff Professional Development in Sustainability	2.00 / 2.00
PAE-14: Sustainability in New Employee Orientation	2.00 / 2.00
PAE-15: Employee Sustainability Educators Program	0.00 / 5.00
Tier2-1: Childcare	0.25 / 0.25
Tier2-2: Employee Wellness Program	0.25 / 0.25
Tier2-3: Socially Responsible Retirement Plan	0.25 / 0.25

PAE-11: Sustainable Compensation

Score

7.73 / 8.00

Responsible Party

Greg Florian
Vice President
Finance & Administration

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Total number of employees working on campus (including contractors):

470

Number of employees (including contractors) that the institution ensures earn sustainable compensation:

454

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Richland Community College maintains total compensation systems designed to deliver competitive wages and salaries. Examples include:

Administrative Employees

In 2007, the College began working with KG&Associates to upgrade its pay program for administrative employees.

Similar to the former program, the new pay system groups jobs into similar pay grades and defined pay ranges for each job. The new pay plan also allows the college to obtain better salary data through the consultant's extensive data base of pay surveys.

The revised pay plan was implemented in July 2008. The new pay system for administrative employees utilizes pay bands, which help define the range of competitive pay levels. Pay ranges typically begin at 80% of the range midpoint; the range midpoint designed to approximate the average rate in the applicable labor market. Ranges extend to 120% of the range midpoint.

In 2008, special attention was given to the lowest paid workers in each pay grade. In particular, the College identified any administrative workers below 80% of the range midpoint, ie the range minimum, and provided for special pay adjustments to increase pay to the new range minimums.

In 2008, 34 such administrative employees were identified. The pay for all 34 administrative employees was adjusted upward to ensure their pay rates met the competitive pay objectives of the College. The rates of all 34 were adjusted to at least the range minimum for their position.

This resulted in a structure for the administrative employees in which all employees are paid within the pay range for their position, as defined by the evaluation system and the consultant's market pay data.

Full-time Faculty

In 2009, the College entered into contract negotiations with representatives of our full-time faculty employees. During the negotiations, joint survey work found that Richland faculty salaries were both within the range of median salaries reported of the 39 Illinois Community Colleges surveyed, and within the range of six benchmark Colleges chosen jointly by the negotiating committee.

A similar process is underway in conjunction with our 2010 contract negotiations with our Adjunct Faculty employees.

Adult Education Instructors

Annual pay surveys on competitive rates for this employee group finds the pay rates within the range of pay rates surveyed.

Benefits Comment

Richland Community College currently provides employee health and dental care at no cost to its employees. This significant benefit adds to the attractiveness of the Total Compensation Package extended to Richland Community College employees.

Contractor

The institution does not define sustainability guidelines for contractor compensation.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2010

The website URL where information about the institution's compensation policies and practices is available:

PAE-12: Employee Satisfaction Evaluation

Score	Responsible Party
2.00 / 2.00	Greg Florian Vice President Finance & Administration

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution's methodology for evaluating employee satisfaction:

The College Administration and the Human Resources Office use the Employee Satisfaction Survey to identify specific areas of concern and determine the priorities to be addressed through Strategic Planning, division activities, or committee or taskforce actions. Specific areas related to valuing people are incorporated into the Strategic Plan and Committee charges:

- Identify new collaborative relationship opportunities internally and in the District.
- Promote the practice of Core Values in all College activities.
- Enhance internal communications system to assure that all employees have equal access to information.
- Implement professional development activities, including training for new information portal and new learning management system.
- Increase recruitment efforts of diverse faculty and staff.
- Train employees in use of revised personal performance appraisal.

Stakeholders have been and will continue to be involved in planning and implementing actions to reach these goals.

The results of Richland Community Colleges' 2003 Employee Survey indicated that overall Richland's employees felt they are a part of a culture that promotes learning, offers a variety of courses and programs, has good facilities, and fulfills its mission. 81% of employees very strongly or strongly agree that they are "committed to helping students reach their academic goals." 71% of employees very strongly or strongly agreed that the College has a good reputation within the community and makes a valuable contribution to the local economy.

In addition, the Human Resources Office conducts exit interviews with all employees leaving the College whether for other employment or for retirement. Information about work conditions, training, and other issues

are collected and reviewed regularly by top administrators. Additional key measures of employee satisfaction include:

- Longevity at the College
- Participation in training initiatives
- Number and type of complaints to Human Resources or through the Faculty Grievance
- Process outlined in the Collective Bargaining Agreement
- Employee turnover rate

The results of the most recent All-College Survey show that the College staff expressed satisfaction in several areas related to valuing people.

The year the employee satisfaction evaluation was last administered:

2003

The website URL where information about the institution's employee satisfaction evaluation process is available:

PAE-13: Staff Professional Development in Sustainability

Score	Responsible Party
2.00 / 2.00	Greg Florian Vice President Finance & Administration

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

Training for faculty members about incorporating sustainability into the curriculum, which is covered by *ER Credit 14: Incentives for Developing Sustainability Courses*, does not count for this credit.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

"---" indicates that no data was submitted for this field

Does the institution make training and professional development opportunities available to all staff?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Richland Community College continues to build a culture of sustainability and provides training and professional development opportunities to all staff yearly. Fall and Spring Convocations are opportunities for College sustainability learning. Agendas include introduction of new employees (with a reception), presentations on initiatives, the Strategic Plan, CIP Teams, or other news. The President, Vice Presidents, faculty, and others contribute to Convocation so that it is an institutional event. Key sustainability presentations for fall Convocation included Richland's new sequestration initiatives and its innovations lab.

The website URL where information about staff training opportunities in sustainability are available:

PAE-14: Sustainability in New Employee Orientation

Score	Responsible Party
2.00 / 2.00	Greg Florian Vice President Finance & Administration

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

"---" indicates that no data was submitted for this field

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

A brief description of how sustainability is included in new employee orientation:

Richland Community College provides information on sustainability during its new hire orientation addressing all three dimensions of sustainability; economy, environment and society. All newly hired employees, both faculty and staff, attend a week long orientation. During orientation employees are welcomed, provided an overview of each area of the college as well as discuss key priorities of each area including sustainability. Dr. Gayle Saunders, President of Richland Community College, and first presenter of orientation week, lays the foundation for RCC's sustainability efforts. Sustainability is demonstrated as a part of campus culture through her presentation of college structure, history, achievements, Vision, Mission, Core Values (Commitment, Respect, Excellence, Accountability, and Diversity), Strategic Planning and RCC's Commitment to the Future. For example, Dr. Saunders includes a slide enlightening new employees on the July 2009 opening for the Center for Sustainability and Innovations, a "net zero" energy facility right on campus. In another example, a slide is dedicated to the 2009 turbine initiative celebrated by Richland as the gateway to the College's Agribusiness Applied Technology Park and icon for new "green" curriculum and programs. In the Strategic Plan discussion, it is noted that Goal 3: College Operations focuses on sustainability of the College's human resources. To further enhance understanding of sustainability initiatives, Dr. Doug Brauer, VP of Economic Development and Innovative Workforce Solutions and his team provide additional information on the innovations laboratory, bio energy corridor seminars & conferences, renewable energy grants, sequestrations grants, and the cross culture institute. A key discussion topic is Richland's new Agribusiness Applied Technology Park and its development as a carbon capture and storage education center. This department also provides new employees with notices of upcoming sustainability events. In the most recent orientation, the Small Food and & Energy Expo was highlighted.

In the STARS manual labeled Understanding Sustainability, the Brundtland Commission is cited as writing, "Our inability to promote the common interest is sustainable development is often the product of neglect of

economic and social justice.” “A world in which poverty and inequity are endemic will always be prone to ecological and other crises.” During orientation, Director of Campus Life, Heather Kind – Keppel, connects new employees to these reflective statements by discussing social justice and providing a journal article, “Aspiring Social Justice Ally Identity Development: A Conceptual Model” by Keith E. Edwards. In addition, she offers herself as a resource for all employees who want to further develop social justice teachings into their leadership models.

New Employees of Richland Community College visually see examples, hear and discuss topics of sustainability encouraging the continued adoption of socially preferable habits, routines, and choices.

The website URL for the information about sustainability in new employee orientation:

PAE-15: Employee Sustainability Educators Program

Score

0.00 / 5.00

Responsible Party

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Childcare

Score

0.25 / 0.25

Responsible Party

Tod Treat
Vice-President
Student & Academic Services

"---" indicates that no data was submitted for this field

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

Richland Community College offers on-site childcare and an on-site Pre-K program. Enrollment is offered to all students, employees and community members. The center is open from 7:30AM to 10PM during the school year and from 7:30-5:30 during the summer. Rates are based on parental income. There is also a drop-in service available with a minimum charge of \$5.00 for two hours.

The website URL where information about the program, policy, or practice is available:

<http://www.richland.edu/childcare>

Tier2-2: Employee Wellness Program

Score	Responsible Party
0.25 / 0.25	Greg Florian Vice President Finance & Administration

"---" indicates that no data was submitted for this field

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

Richland prides itself on providing a positive, safe work environment for all employees, students, and guests to the campus. Throughout the year, wellness events include blood pressure and cholesterol screening, flu and pneumonia shots, and presentations on other health issues. RCC participates in the Employee Assistance Program, offering confidential mental health counseling. Workman's compensation information is available on the College website, and additional crime reports are available as mandated by the State of Illinois. Campus Life sponsors a Health Fair and Alcohol Awareness Week (during the week before Spring Break). The College also sponsors two blood drives per year in cooperation with the American Red Cross.

Employee Assistance Program (EAP)

Richland Community College provides the benefit of an employee assistance program (EAP) to both full-time and part-time employees of the college. RCC partners with Chestnut Global Partners, LLC to provide free, confidential, professional counseling to help employees and their family members resolve personal problems which may affect their health, personal well-being, or job performance. Areas of topic include: anxiety, depression, parenting, marital conflict, anger management, credit problems, legal questions, domestic violence, alcohol or drug abuse, grief, and communication problems. Employees and their immediate family members may receive up to six (6) sessions of problem assessment, consultation, and counseling at no cost to them.

Leadership Training – Wellness

Throughout the year, on the fourth Friday of each month, Richland Community College provides training to leaders and supervisors. During these seminars, managers enhance supervisor skills as well as learn about employee and self wellness. RCC takes advantage of additional employee assistance services from Chestnut Global Partners by way of two free wellness trainings per year. Faculty and Staff also connect to wellness programs during Professional Development Day. Wellness topic example include: coping with grief and loss, coping with depression, the mind body connection, smoking cessation and substance abuse education.

Fitness Center

In 2008, Richland Community College unveiled its new onsite Fitness Center Facility. The center provides free fitness assessments for all employees and is the perfect place to get in shape year round with universal weight machines, free weights, stationary bikes, stair climbers, and treadmills to provide an excellent cross-training

workout. It also is fully equipped to provide for physical conditioning needs regardless of your fitness level with locker room and shower facilities are available.

The website URL where information about the program, policy, or practice is available:

Tier2-3: Socially Responsible Retirement Plan

Score	Responsible Party
0.25 / 0.25	Greg Florian Vice President Finance & Administration

"---" indicates that no data was submitted for this field

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

A brief description of the socially responsible investment option for retirement plans:

Richland Community College offers a socially responsible investment option for retirement and is a member of the State Universities Retirement System of Illinois (SURS). SURS is one of the larger public pension funds in the United States; as such its operational requirements are complex. The Board relies heavily on both Internal Staff and external contractors in order to properly administer the System and implement its investment strategies. Because of the number of parties involved, their roles as fiduciaries must be clearly identified to increase operational efficiency, to ensure clear lines of responsibility, and to reduce or eliminate duplication of effort.

Mission Statement

The Board of Trustees ("Board") of the State Universities Retirement System ("SURS", "System") has a fiduciary responsibility to the Members and Beneficiaries of the System. In recognition of this responsibility, the Board has adopted the following Mission Statement:

The SURS Mission

The mission of the State Universities Retirement System (SURS) is to: (1) provide for SURS annuitants, participants, and their employers, in accordance with State law, the best and most cost-effective benefit administration services in the United States; (2) manage and invest the fund's assets prudently; and (3) endeavor to achieve and maintain a financially sound retirement system. The purpose of this Mission Statement is to provide broad operational direction to the Board, Staff, and contractors of SURS.

The State Universities Retirement System of Illinois (SURS) provides retirement, disability, death, and survivor benefits to eligible SURS participants and annuitants. SURS members may choose one of three retirement options:

1. Traditional Benefit Package,
2. Portable Benefit Package, or
3. Self-Managed Plan (SMP).

Employees contribute 8% of their annual salary; employer contribution is dependent upon the plan chosen by the employee.

The website URL where information about the program, policy, or practice is available:

stars.aashe.org

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Investment

Points Claimed 0.00

Points Available 16.75

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Credit	Points
PAE-16: Committee on Socially Responsible Investment	0.00 / 2.00
PAE-17: Shareholder Advocacy	0.00 / 5.00
PAE-18: Positive Sustainability Investments	0.00 / 9.00
Tier2-1: Student-Managed SRI Fund	0.00 / 0.25
Tier2-2: Socially Responsible Investment Policy	0.00 / 0.25
Tier2-3: Investment Disclosure	0.00 / 0.25

PAE-16: Committee on Socially Responsible Investment

Score

0.00 / 2.00

Responsible Party

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PAE-17: Shareholder Advocacy

Score

0.00 / 5.00

Responsible Party

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PAE-18: Positive Sustainability Investments

Score

0.00 / 9.00

Responsible Party

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Student-Managed SRI Fund

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Socially Responsible Investment Policy

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-3: Investment Disclosure

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Public Engagement

Points Claimed 4.75

Points Available 31.75

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit	Points
PAE-19: Community Sustainability Partnerships	2.00 / 2.00
PAE-20: Inter-Campus Collaboration on Sustainability	2.00 / 2.00
PAE-21: Sustainability in Continuing Education	0.50 / 7.00
PAE-22: Community Service Participation	0.00 / 6.00
PAE-23: Community Service Hours	0.00 / 6.00
PAE-24: Sustainability Policy Advocacy	0.00 / 4.00
PAE-25: Trademark Licensing	0.00 / 4.00
Tier2-1: Graduation Pledge	0.00 / 0.25
Tier2-2: Community Service on Transcripts	0.00 / 0.25
Tier2-3: Farmers' Market	0.25 / 0.25

PAE-19: Community Sustainability Partnerships

Score	Responsible Party
2.00 / 2.00	Greg Florian Vice President Finance & Administration

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

"---" indicates that no data was submitted for this field

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution's sustainability partnerships with the local community:

Richland is a partner with the City of Decatur's "Sustainable Decatur" plan.

The website URL where information about sustainability partnerships is available:

PAE-20: Inter-Campus Collaboration on Sustainability

Score	Responsible Party
2.00 / 2.00	Greg Florian Vice President Finance & Administration

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

"---" indicates that no data was submitted for this field

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Wind Energy, Alternative Fuels, Organic Farming presentations have been given at a variety of venues to share Richland Community College's sustainability experience.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

Illinois Green Economy Network

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Using the Illinois Green Economy Network

The website URL where information about cross-campus collaboration is available:

PAE-21: Sustainability in Continuing Education

Score	Responsible Party
0.50 / 7.00	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

"---" indicates that no data was submitted for this field

Does the institution offer continuing education courses that are focused on or related to sustainability?:

Yes

Number of sustainability continuing education courses offered :

5

Total number of continuing education courses offered:

400

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

Year the certificate program was created:

The website URL where information about sustainability in continuing education courses is available :

PAE-22: Community Service Participation

Score

0.00 / 6.00

Responsible Party

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PAE-23: Community Service Hours

Score

0.00 / 6.00

Responsible Party

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PAE-24: Sustainability Policy Advocacy

Score

0.00 / 4.00

Responsible Party

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PAE-25: Trademark Licensing

Score

0.00 / 4.00

Responsible Party

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-1: Graduation Pledge

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-2: Community Service on Transcripts

Score

0.00 / 0.25

Responsible Party

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tier2-3: Farmers' Market

Score	Responsible Party
0.25 / 0.25	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

"---" indicates that no data was submitted for this field

Does the institution host a farmers' market for the community?:

Yes

A brief description of the farmers' market:

Richland Community College's Saturday Produce Market is hosted by the Richland Student Farms, and takes place each Saturday from mid-May through mid-October from 8 am to Noon in the Shilling Education Center's Parking lot just off Brush College Road on the Richland campus. Offerings include plants, fresh fruits and vegetables grown by Richland students and local farmers, Amish baked goods, cheese, candy and fudge.

The website URL where information about the market is available:

Innovation

Score 3.00

Innovation

Points Claimed 3.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
IN-1: Innovation 1	1.00 / 1.00
IN-2: Innovation 2	1.00 / 1.00
IN-3: Innovation 3	1.00 / 1.00
IN-4: Innovation 4	0.00 / 1.00

IN-1: Innovation 1

Score	Responsible Party
1.00 / 1.00	Greg Florian Vice President Finance & Administration

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

"---" indicates that no data was submitted for this field

A brief description of the innovative policy, practice, program, or outcome :

Program - Illinois Land Improvement Contractors Association Partnership with the College's wholly-owned subsidiary Limited Liability Partnership, Progress City. Progress City is the site of bi-annual Farm Progress Show, which is the largest outdoor agricultural trade show in the United States which is part of the College campus.

Through this partnership ILICA and area conservation partners returned to Decatur Illinois for the 2008 Conservation Expo at Progress City USA and Richland Community College. The work that began at the site in

2006 continues to improve the water quality supplying the area's drinking water source, Lake Decatur, as well as provide University of Illinois Professor Richard Cooke with ongoing bio-reactor research statistics.

This year's improvements continue to impact the area's water quality and gave ILICA the opportunity to showcase some new "urban" practices along with the normal agricultural installations. Education is always an important facet of our expo's and the site gave us a chance to demonstrate several methods of construction erosion control using straw wattles and a variety of silt fence materials.

One of the main attractions of the event however, was the installation of a rain garden, underground storm water detention system and 440' long, 12' 6" wide gravel and seeded pervious pavement by Richland Community College's Horticulture building. The construction of a new wing and additional parking area for the main campus had created a storm water issue affecting the American Selection gardens maintained by the Horticulture department.

The partnership continues with Progress City hosting workshops and demonstrations highlighting water quality improvement techniques and practices for area farmers and landowners.

A letter of affirmation from an individual with relevant expertise:

[ILICA Conservation Letter_1.pdf](#)

The website URL where information about the innovation is available :

<http://www.illica.net/>

IN-2: Innovation 2

Score	Responsible Party
1.00 / 1.00	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

Criteria

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 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

"---" indicates that no data was submitted for this field

A brief description of the innovative policy, practice, program, or outcome:

Illinois Carbon Capture and Storage Community Outreach
Richland Community College is engaged in an innovative global educational outreach activity, which comes from an exciting partnership with Archer Daniels Midland Company (ADM) and the U.S. Department of Energy, National Energy Technology Laboratory (NETL). Richland is one of four partners in the awarded U.S. Department of Energy 2010 project: "CO2 Capture from Biofuels Production and Sequestration into the Mt.

Simon Sandstone.” The other partners are Schlumberger Carbon Services (SCS) and Illinois State Geological Survey (ISGS).

This U.S. Department of Energy project activity sponsored by the National Energy Technology Laboratory puts Richland, as a community college, in a unique, leading edge position to provide academic, development, training, and readiness services to prepare the local, regional, national, and international workforce to enter “sequestration” careers within emerging CO2 capture, sequestration, storage, and enhanced oil recovery industries. The Richland solution will train the workforce for these industries by addressing the existing workforce, dislocated workers, and the future workforce in elementary, secondary and higher education. In 2012, Richland will provide the world’s only higher education sequestration technology Associate of Applied Science degree, certificates, and high school dual credit.

Specific community carbon capture and storage educational outreach activities planned for year one include: a) routine Richland noncredit community education classes (Summer and Fall 2011), b) presentations at the Illinois State Fair (August 2011), c) presentations at the International Farm Progress Show (August-September 2011), d) presentations at the Small Farm Food and Energy Expo (September 2011), e) presentations at the Sustainability Safari (Summer 2011), f) presentations at the Richland Discover Summer Excursion (Summer 2011), g) 7 segments on the WAND television show “Richland Ag Today” (May-December 2011), h) 2 segments on WSOY radio show (June-September), and miscellaneous public outreach public information sessions hosted by the Richland Shilling Community Education Center (such as that held in February 16, 2011).

Richland will be the local, regional, national (and international) focal point for carbon capture and storage community outreach and academic programming by providing an innovative experiential learning and knowledge transfer environment. The academic spaces associated with this project will feature “smart” classrooms and laboratories interconnected to provide a state-of-the-art learning environment with “real time” sequestration data acquisition, monitoring, and analysis regarding injection and geological system performance demonstrated on the Richland campus. The CO2 injection and monitoring wells instrumentation will be used as educational resources for real-time assessment and evaluation of injection and geological system performance. As a technology knowledge transfer platform, this provides a real-time educational value to visitors from around the world.

Educational programming will take place at the Richland main campus, which is adjacent to the project’s CO2 injection and monitoring wells. With this, Richland will be the Central Illinois regional focal point for all carbon capture and storage community outreach and academic programming.

A letter of affirmation from an individual with relevant expertise:

[David Larrick NSEC Letter.pdf](#)

The website URL where information about the innovation is available:

<http://www.richland.edu/>

IN-3: Innovation 3

Score	Responsible Party
1.00 / 1.00	Douglas Brauer Vice President for Economic Development and Innovative Workforce Solutions EDIWS

Criteria

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 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

"---" indicates that no data was submitted for this field

A brief description of the innovative policy, practice, program, or outcome:

"A State of the Art Classroom on Wheels"

Richland Community College's Mobile Biofuels Laboratory is much more than just a place where biodeisel is made. As a mobile processor, it can travel to events, schools, and workshops anywhere. It can be used at events as a working processor display and can be integrated with fun games and information for children and adults.

At primary and secondary level schools, the Laboratory provides a knowledge of how humans effect the environment and hopes to foster a respect for it. The Lab is accessible and informative, and in addition to being used as an interactive learning module, it allows for questions to be tested in the field.

The traner consists of three portable training units, consisting of ethanol, biodiesel, and liquid-liquid extraction, that are fitted inside the trailer. In addition to water and waste water connections, the trainer is equipped to be self-powered (biodiesel generator) or connected into conventional building systems. The trainer comes hardwired to accommodate both low voltage requirements for on-board computer and audio/video systems, as well as high voltage requirements for process lighting, heating and cooling, temperature, and safety requirements.

Funding for this unit was received through Congressman Phil Hare and Congressman Tim Johnson in the federal fiscal year 2009 budget, and administered through the U.S. Department of Education.

Richland is proud to showcase this unique "biofuels classroom on wheels," and welcomes all opportunities to educate interested parties about the potential green careers in biofuels and its positive affects on our Earth.

A letter of affirmation from an individual with relevant expertise:

[BioLab Letter.pdf](#)

The website URL where information about the innovation is available:

<http://www.richland.edu/>

IN-4: Innovation 4

Score

Responsible Party

0.00 / 1.00

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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-

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.